For all children to reach their full potential because all of their learning, emotional & pastoral needs are met.

To develop a wider curriculum where everyone feels valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

To raise standards in reading and create a culture of reading for pleasure

To develop the use of assessment information and strategies of feedback in Foundation Subjects to plan appropriate teaching and learning for all pupils.
For all children to reach their full potential because all of their learning, emotional & pastoral needs are met.

Sustain and improve the outcomes for all groups of pupils across the school in all areas of the curriculum. To evidence a high proportion of children enjoying school displaying good attitudes and demonstrating good progress. Differences between groups (SEN, PP, LA, disadvantaged) are diminished with all children achieving their full potential: % achieving GDS above National in RWM at EoKS1 & 2. Demonstrate effective use of assessment data to plan intervention and challenge to consistently demonstrate high expectations of all children; including MA. Monitoring shows 100% teaching is at least good across school.
To develop a wider curriculum where everyone feels valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

To deliver a wider curriculum which helps children and young people deal with the real life issues they face as they grow up.

To provide a curriculum which covers issues which are central to children and young people’s wellbeing: nutrition and physical activity; relationships and sex; emotional health and wellbeing and British Values.

To support the wider curriculum through our school ethos, where everyone feels valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.
To raise standards in reading and create a culture of reading for pleasure

Children will make at least expected progress from reception Baseline. Reading at EOKS 1 will be above National at ARE and EXC. At KS2 children will achieve ARE and GDS above national. Progress will be above national. Children will report they enjoy reading and are able to analyse and respond to text. There is a systematic approach to deliver reading POS and achieve learning outcomes. Children will enjoy reading.
To develop the use of assessment information and strategies of feedback in Foundation Subjects to plan appropriate teaching and learning for all pupils.

**Staff will track progress across Foundation subjects and can pick up children more effectively to ensure at least 85% are at ARE. Teachers will diminish differences in groups at end of Key Stages.**

100% of children make at least good progress.

Effective feedback will enable children to understand what they have done well and how they can improve and there is evidence of them responding to their targets and next steps.